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ABSTRACT

This study describes a sample of college students who participated as New Student Week Leaders (NSWL). Vocational interests, as measured by the Strong Vocational Interest Blank for Men (SVIB-M), academic pursuits, campus involvement, and other factors were considered in an attempt to define a NSWL. Eighty-six items were chosen from the SVIB-M to form what was called the NSWL Scale. Results indicated that, as a group, the NSWL's were average in their basic interests, showed a tendency toward "people-related" professions, were in their early twenties, could be characterized as extroverted, were from a wide range of academic majors and were above average scholastically. Study recommendations call for a follow-up study using the new Strong-Campbell Interest Inventory and a rigorous analysis of items in an attempt to create a more formal and valid NSWL Scale. (Author/PC)

ED 092834

THE FALL 1973 NEW STUDENT WEEK LEADERS AT SOUTHERN ILLINOIS UNIVERSITY AT CARBONDALE

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by

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B.A., LaSalle College, 1972

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CHAPTER I

Introduction

A person's pattern of interests can be defined as those activities undertaken by one's own desire. Throughout life, a number of important roles are played by interests. They enable people to explore many facets of the world around them, to exercise growing powers and capacities and help to fulfill personal needs, wishes and aspirations. Those who have a variety of interests, or a consuming one, seem to lead a happier balanced life than those who have "nothing to do". By pursuing their own favorite activities, human beings can develop knowledge and skills that will serve them in the future. Therefore, individual interest patterns are unique.

In our rather depersonalized society the effect of peer influence is becoming more and more important. The recognition that a member from one's own peer group can have a far greater influence than any other single person or group of people is reaching far and wide. Although not as extensively in the past as now, colleges and universities throughout the country have been using students as part of orientation programs for a long time. The impact an upperclassman can have on a fellow new student might very well be more important to the individual than the effect of any other member in the college community. Properly trained and genuinely interested in their fellow students those involved in orientation programs can make a valuable contribution to the new student's acclamation process.

The purpose of this study then is to attempt to describe a rather unique group of students at Southern Illinois University at Carbondale. During the first week of the Fall Quarter in 1973, over 70 students participated as New Student Week Leaders in the orientation program. A sample of these students were surveyed as part of this study. Vocational interests, academic pursuits and campus involvement among other factors were considered in an attempt to define a New Student Week Leader at Southern Illinois University.

CHAPTER II

Review of Related Literature

Orientation

In reviewing the literature probably the most uncomplicated and yet one of the best definitions of orientation was found in Butts (1971): ". . . orientation is receiving new people into the institution. . ." This is opposed to what he describes as "placement", which is the sending away of people from an institution. However, Butts (1971) went on to say that orientation is one of the most abused terms when applied to Higher Education. It is an "umbrella" term through which a number of educational experiences are provided for new people.

In a nationwide survey of over 1300 institutions, Kronovet (1969) found a wide variety of orientation programs. This list included programs which were conducted one week before classes, those that were ongoing from one semester to a full academic year, summer programs, those including sessions at a local campsite, meetings before the start of classes with follow ups throughout the year and finally those run during the first week of classes for one or two days.

Knode (1930) specifically states ten objectives of an effective orientation program: 1) To familiarize the student with regulations, methods and the campus; 2) To give information and advice relative to college life and problems in general; 3) To complete the routine of registration; 4) To make freshmen feel welcome; 5) To establish a basis of contact with students upon which personnel and guidance procedure may be built; 6) To impart knowledge of college history, tradition, customs, etc.; 7) To give an introduction to the campus;

8) To extend a welcome and make provision for acquaintance; 9) To give information as to student conduct and responsibilities; 10) To provide information as to student activities and organizations.

These objectives have taken on new shape and dimensions over the ensuing years. Black (1964) cites several changes. Some orientation programs have stressed the academic, some the social, others have relied heavily on information provided from testing incoming students. Some encompass elements from all of them and yet others are concerned with the students relationship to his new environment. "The whole orientation program is exceedingly important because it sets the tone, establishes a level of expectancy and lets the freshman know at once what it means to be a student at this institution." (Cole, No date) However, in the past, some institutions may have been overly concerned with their own needs and not those of the students. This is evidenced by Crookston (no date) who felt there were greater emphasis on institutional needs than those of students. Although there is no exact date for Crookston's statement, it is believed to be among the early literature. The writer feels that Wrenn's (1951) statement best describes what orientation has changed to mean. He stated that orientation is ". . . assisting students in acquiring techniques of living in college, in achieving a beneficial balance among all the demands and opportunities of college life and in gaining perspective and a sense of purpose."

In a rather extensive review covering a period from 1923 to 1966 Drake (1966) reports three types of literature on freshmen Orientation. 1) That which describe the presence and extent of use of various orientation activities and practices. This literature is generally found in a period from 1920 through 1950. 2) Studies which report on

the effectiveness of different orientation practices and 3) Discussions and presentations of ideas. This last type of literature is usually where the philosophy of orientation is derived from and is found post 1950.

Orientation programs are widespread and diverse and appear to be here to stay. Kronovet (1969) reports in her data that once an orientation program has begun it is rarely cancelled. Also she claims that since 1953 there has been an upward swing in the use of some form of orientation program. It is this writer's belief that in the five years since Kronovet's study that this trend has continued through into 1974.

Drake (1966) reports in his review of the literature that Freshman Week is the most popular means of orienting the new student to college life. It is typically a time for testing, counseling, registering for classes, attending lectures, touring the campus and library, and engaging in various social and recreational activities. In searching through the literature Drake (1966) has found that Freshman Week has "fluctuated" in its extent or use from its beginnings, its content, however, has remained virtually unchanged until the present. The typical 1920's Freshman Week, which lasted three to four days and included informational assemblies, registration, dances, picnics, tours and Freshman problem sessions, was much like that of the New Student Week at Southern Illinois University at Carbondale (S.I.U.-C.).

The term, Freshman Week, as reported by Knode (1930) seems to have originated at the University of Maine. Gardiner (1925) speaks of the program saying:

> . . . the Freshman Week plan as such originated at the University of Maine, and was first tried at that institution in 1923 . . . Freshman Week involving . . . an extensive program of lectures and exercises designed to provide information concerning the abilities of the individual student and to adjust the freshmen to their new environment, is an education development the credit for which, in its comprehensive form, is due to the University of Maine.

The idea, however, was around much before 1923. The University of Rochester catalogue for 1918-19 as Knode (1930) cites, speaks of lectures intended for freshmen beginning the week before classes. The general subjects of these lectures included "College Ethics", "The Psychology of College Study" and "The Hygiene of College Life".

Faculty endorsement and cooperation was naturally needed before a formal Freshman Week could be initiated. In 1927 Ohio State University established a Freshman Week Council to explore the "advisability of introducing . . ." such a program. In their report, the Council was favorably disposed towards initiating ". . . something in the nature of Freshman Week."

In a survey of 417 American Colleges in 1928 Knode (1930) found that only 70 used what he called group leaders in their orientation program. Of these seventy, 43 were faculty only, three used student only and 24 used both faculty and students. Thus, we see student involvement in the orientation process nearly fifty years ago. In the University of Michigan Orientation Archives Butts (1971) found that in 1930 students who were called Student Orientation Assistants were assigned to faculty advisors to aide them in the orientation program. A significant innovation in 1937 is documented where faculty advisors were no longer used for the female literary group. The League, which was the all female college union, took over the duties

of the faculty advisors.

The concern that student advisors lack the expertise in academic matters was expressed in a 1947 instruction book for student advisors which in bold face type clearly stated: DO NOT GIVE SCHOLASTIC ADVICE.

Esther Lloyd-Jones (1928) entions nine immediate goals of Freshman Orientation. Included is that freshmen become acquainted with some faculty member, upperclassman, and a fellow freshman. This concern for new students to meet other students is expressed again in a Research Bulletin of the National Education Association (1938). Recommendation number nine for an effective orientation program states: to help students get acquainted with one another.

The use of upperclassmen continued through the years. In her study of 188 institutions on Freshman Orientation Techniques, Bookman (1948) showed that some schools in her survey did indeed use upperclassmen counselors to help each freshman. Among her recommendations was strong encouragement to use upperclassmen as "guides" during Freshman Week. Ohio State University's concern for the effectiveness of the Orientation process reported in 1927 is again evidenced in Guthrie's (1951) recommendations for that institution's orientation program. Specifically in the area of student involvement he states:

> . . . we are short now of an adequate instruction and training program for student and faculty leaders in Orientation Week. . . there is continuity of leadership in faculty leaders but student leadership is transient . . . we (Ohio State) fall far short of having the kind of well-informed leaders that we ultimately want . . .

A great deal of faculty involvement in the form of "talks" in orientation was present in the sixties as reported by Brown (1961); Fley (1962); Fitzgerald (1963); Spolyar (1963) and Tautfest (1961).

However, the utilization of upperclassmen also took place (Fley, 1962). At Williams College, Brown (1961) reported that after panel discussions talks continued with faculty and "selected" upperclassmen.

Where inclusion of students in the orientation program took place success was reported. Zwicky (1965) claimed the success of her program as follows:

> . . . students responded most favorably to our program . . . we can attribute the success to the instruction of faculty involved, the training of the upperclassmen counselors and the short length of the program . . .

The desire of students themselves wanting to get involved in the orientation process is clearly pointed out in a report submitted by twenty students from across the nation attending the 1970 National Orientation Director's Conference. In this report they urged that there be greater student involvement in the planning and decision making process of the orientation program (Mott, 1971).

Peer influence can be a very valuable tool in an orientation program. Lynch (1970) in her study of undergraduate advisers claims that communication is most spontaneous at the level of peer relationships.

In the University of Florida's Student-Volunteer program, 250 returning students are selected by their peers the previous Spring and interviewed by a professional housing counselor. These volunteers are assigned to various rooms throughout the residence halls and are subsequently responsible for 12 to 15 freshmen. Mott (1971) reports that these upperclassmen act as big brothers in helping their fellow freshmen.

One objective of Orientation, Butts (1971) claims, is community and relationship building. Since there are findings that support peer influence is beneficial and programs utilizing student leaders prove successful this objective would seem to be one to implement. Butts goes on to conclude, in his Personnel Services Review, that students have been helping students for a long time and that there is indeed a great deal of interest of college faculty, staff and student leaders.

Although orientation is considered important by many and proven to be effective there exists a surprising lack of literature and formal research in the area. Nearly a quarter of a century ago Guthrie (1951) was frustrated when he attempted to compare the results of a study done at Ohio State with other research. He admitted that not enough formal research had been done to study the results of his own program but found it of ". . . little consolation to find the very little research carried on elsewhere in this field."

In Drake's (1966) report of the various kinds of literature on Freshman Orientation that exist he emphasizes that rigorous studies are rare in the literature and that a few have been done since 1950. He goes on to say:

> In general there has been little research conducted on freshman orientation. This is reflected in the dearth of research reports (beyond more practices surveys) in the literature.

Those who have attempted to provide comprehensive literature reviews are disappointed by the lack of orientation literature and reports of effectiveness of programs (Butts 1971). The introduction of accountability into Higher Education will hopefully cause orientation

planners to document their effectiveness. Butts (1971) feels confident that as the evaluation process becomes part of programming the limited literature base will change. However, in concluding his Personnel Services Review he is wary to suggest future trends, due partly to the limited literature and research base.

In trying to explain why at least the research base is so limited on orientation Schell (1972) offers the following explanation:

> . . . traditionally . . . orientation planners concentrated their efforts on the framing of questions while the education researchers focused on the development of a repertoire of techniques for obtaining answers . . . they have not had a satisfactory method of communicating with each other . . . the planners developed poor tools for answering their valid and relevant questions, while the researchers developed sophisticated methods of answering relatively impractical questions . . .

It would seem that the best way to "bridge" this communication gap would be a professional meeting, a convention, where hopefully both researchers and planners would be together to exchange ideas and develop viable solutions to each others problems. Schell (1972) claims that there are times when, in fact, both groups (researchers and planners) do get together. But, this is only at "ceremonious" meetings, like conventions, where the chasm is bridged for a short time.

The American College Personnel Association's Commission II which is responsible for Orientation, naturally would seem to be the agency to take these all too briefly exchanged ideas and formulate them into working solutions. This too has proven futile. Manuel H. Pierson, chairman of the ACPA Commission II Orientation Workshop held in 1973 apologizes in the introduction of the proceedings for the ". . . incomplete record of the preceedings . . ." The loss of several tapes of

the sessions resulted in elimination of some material. It is worth mentioning that one tape which was not recovered was of the session on new students.

The Commission II Task Force Survey which included 68 four year colleges and universities from across the country showed that all but a few institutions put some effort into the evaluation of their orientation programs. However, only two respondents mention the use of research and extensive evaluative processes.

The Strong Vocational Interest Blank

Stanford University Press in a recent publication states:

> . . . the Strong Vocational Interest Blank (SVIB), (is) an interest inventory that has had the longest history of any psychological test in widespread use today. First published in 1927, this test has become one of the most thoroughly researched, highly respected, and frequently used tests in the psychologist's repertoire. The SVIB has been revised periodically to keep it up to date and to take advantage of new technical knowledge. . .

The literature written on, and the research conducted with the SVIB naturally is much more extensive than that done in the area of Orientation. This, of course, is understandable since by its nature the SVIB demands rigorous statistical research and is scrutinized by a wide range of people. What follows is a review of the literature pertinent to this study.

Significant revisions were made in the SVIB during 1968-69. Taylor-Campbell (1969) in a study to determine whether or not these revisions would provide more generalizable and psychologically meaningful information than the older version provided a list of psychological descriptions of the Basic Interest Scales. A selected list of those scales which would apply to New Student Week Leaders (NSWLs) follows:

Scale Name	Representative Items	Psychological Description
Merchandising	Retailer Wholesaler	Items reflect an interest in dealing with people.
Sales	Auto Salesman Life Insurance Salesman	Items indicate an interest in selling products to people.
Social Service	Social Worker Worker in YMCA	Items imply a concern with and for people. An interest in helping people deal with life's problems.
Teaching	School Teacher College Professor	Items suggest a situation in which one person imparts knowledge and information to others.

Since NSWLs are in effect paraprofessional College Student Personnel, it would seem likely that they would score very much like that of professional College Student Personnel (CSP) workers. In his development of a CSP Scale, Clark (1964) found that the SVIB Social Worker scale correlated very highly with his scale.

Stewart (1964) in his study on the Specialization Level Scale found that high scores tend to be indicative of an openness to new experience. Also such tendencies as inquisitiveness, theoretical orientation and a willingness to question authority are exhibited. Stewart claims that these characteristics relate to one's potential to profit from a college or university environment.

Using a criterion group of Community Recreation Administrators Roys (1967) lists several interests which are indicative of that

group. They include people who are natural leaders, conscientious people, those who take responsibility, energetic people, those who desire a great variety and are interested in their work, people who like meeting others and finally those who assume leadership. It is the writer's belief that Roys' findings would also be characteristic of NSWLs.

Introversion is usually characterized as disliking social responsibilities and social contacts whereas extroversion can be characterized as interest in people and social contacts. In Johansson's (1970) study on the Occupational Introversion-Extroversion Scale he found that those scoring in the direction of "extrovert" liked those items dealing with people and social situations. In their functioning as a NSWL, a student possessing this quality of extroversion is highly desirable.

In a rather rigorous study Banta (1969) found virtually no statistical difference in two selection processes of student orientation assistants. One group was evaluated by the Leaderless Group Discussion Method which entailed observers rating five to six students interacting among themselves with no formal leader. The evaluations were done on points relevant to being good student orientation assistants. The other group was chosen by the normal method. This included a formal interview, participation and degree of involvement in student activities and reviewing Grade Point Average (GPA). Thus, from Banta's findings a selection process not involving the time consuming interview sessions and the rather subjective review of GPA and student involvement appears to be needed.

The development of a specific scale for the SVIB demands collection of data, comparisons among groups and rigorous statistical analysis (Campbell 1970; Martin 1964). In determining the optimum criterion group size Harmon (1968) points out that this determination is necessary for adequate SVIB scale development and is an important practical question for future development of the SVIB. She goes on to say:

> . . . if only 50 racing drivers are available for testing and one wants to develop a scale for racing drivers; it may be better to construct a scale on which Men In General (MIG) and racing drivers overlap by 40% than not to construct a scale at all, even though the overlap might be only 20% if 400 racing drivers were available . . .

Harmon is willing to accept a large overlap in the criterion group, that is, to have less differentiation between the members of the particular group and MIG. She concludes that it is far better to discriminate a little than not to discriminate at all.

In a study to determine the effectiveness of the SVIB given to women, Stanfiel (1970) claims that over the years there have been problems peculiar to the Women's form of the SVIB. These problems have been in the area of theory and research and in terms of its use in counseling. His study was conducted prior to the 1969 revision of the Women's form. Thus, his results really cannot be applied to this study since the revised Women's form was available. However, the literature seems void of studies done since that revision. Therefore, some of his points shall be mentioned.

--About half of the high scores fell into occupation groups called Aesthetic-Cultural and Social Service.

--Caution is needed in interpreting the false negative or the false positive (i.e. misleading too low or too high scores).

The SVIB Manual (1966) cautions in using the Men's form with Women claiming that it is only appropriate to women whose score on the Masculinity-Feminity II Scale (MF II) approaches the men's end.

Available for scoring July 1, 1974, will be the SVIB-Strong Campbell Interest Inventory (SCII). This is the latest edition of the SVIB. Many of the interpretation problems involved in using the Men's form for Women will be alleviated. In a booklet brought out by the publisher (Stanford University Press, 1974) to introduce the SCII the following is stated:

> A major change in this edition is the merger of the men's and women's forms into a single inventory booklet . . . previously the two sexes were treated completely separately . . . because . . . men and women tended to enter different occupations . . . this treatment is no longer appropriate. In the new SCII, only one booklet--a combination of the former two--is used, and the results for both sexes are furnished on the same profile form.

The publisher points out that men and women, naturally still differ in their interests in some areas. However, SCII affords people the opportunity to ". . . compare themselves with general reference groups and with reference groups of their own sex." Items which had formerly been included only in the Women's form are now asked of Men and vice versa.

The SCII provides a more comprehensive profile than the older edition of the SVIB and although containing more information is much easier to understand.

CHAPTER III

Methodology

Sample

A cover letter explaining the purpose of the study and asking for their cooperation in coming in to take the SVIB was mailed on February 25, 1974, to students who were NSWLs for Fall, 1973, and were listed as being registered for the Winter, 1974, Quarter.

In the Fall, 77 students participated as a NSWL. It should be noted that the actual number of NSWLs was higher. But these additional students were Orientation Committee members and were not included in this study. According to the Winter Quarter printout of matriculated students, 69 of the 77 students were registered at S.I.U.-C.

The original mailing consisted of these 69 students. Five letters were returned with no forwarding address and in a telephone call follow-up five more were unable to be reached.

The total number of these who came in to take the SVIB and fill out a survey form was 38. This represents a 64% response rate of those students available.

Instrumentation

The Strong Vocational Interest Blank for Men (SVIB-M) was used in this study. There were several reasons for using this instrument:

--familiarity of the writer with this instrument, its interpretation and construction.

--availability of this instrument over others.

--it was developed for use with and standardized

upon college students and adults employed in the professions.

--the SVIB-M yields more information than the Women's form.

The SVIB-M instructions are self-explanatory and are outlined in the test booklet. There are 399 items contained . . . in the test to which the individual responds "like", "indifferent", or "dislike". The items consist of:

100 Occupations
36 School subjects
49 Amusements
48 Activities
47 Types of people

Next are four groups of ten items each. For each group the individual is required to indicate the three things he would most like to do and the three things he would least like to do. The fifth section of the test consists of 40 pairs of items. The individual must indicate which item in each pair he prefers. In the final 40 items the individual is asked to indicate the types of abilities and personal characteristics he possesses.

A simple one page form was used to extract basic biographic data. A welcome and initial instructions were also contained on the form.

Procedure

The cover letter was mailed to the NSWLs on February 25, 1974. Each person was contacted by telephone prior to the dates to remind them of the survey. The students had a choice of nearly twenty hours over a three-day period to come in for the survey. Each was asked if

they could tentatively give a time when they were able to come by. It was felt by asking the students to even tentatively commit themselves to a particular time block would be more effective than simply asking if they wanted to participate.

The letter stated that approximately thirty minutes would be required for completing the SVIB. Most students took nearly 45 minutes. Students appeared very conscientious and were very cooperative.

During the assigned days as students entered the room they were greeted by the researcher and handed a packet of material. This included a #2 pencil, the SVIB-M booklet, a National Computer Systems answer sheet and a survey form. Students were seated at conference tables which afforded them plenty of room.

It was felt the unseasonably good weather which triggered the Spring, 1974, streaking phenomena, and being the week before finals, was responsible for the poor response at the end of the assigned three days. Initially the testing dates were scheduled for the week prior to the actual days. A delay was necessary because of not receiving the required answer sheets.

Of those remaining, every effort was made to recontact them by phone. Only eight more students were obtained this way. They were asked to come to the Department of Higher Education to complete the survey. Five packets of material were given to students who promised they would complete and return the form. After one week, two of these did not respond. Because of deadline dates, no effort was made to recover them. The answer sheets were readied for mailing to the scoring service and sent on March 21, 1974.

From the survey form a comparison of original addresses and those indicated on the form was done to check for the proper mailing address. Also from the form, the various majors and those activities and offices held were recorded. GPA and ages of the sample were obtained from the Office of the Dean of Student Life.

On March 31, 1974, the computer scored results were returned. At the writer's discretion several innappropriate items on the SVIB-M results were omitted from analysis. They were Occupational Group VII (CPA owner), Group XI (President-Manufacturing Firm) and the following Supplemental Occupational Scales: Credit Manager, Chamber of Commerce Executive, Computer Programmer and Business Education Teacher were not considered because of their believed lack of relevance. Also, the MF II Scale was not reported in looking at the Non-Occupational Scales since both men and women were scored on the SVIB-M.

Frequency counts of the scores for each of the Basic Interest Scales (BIS) were obtained by hand. These were grouped for each BIS into; very low, low, average, high and very high, corresponding to the following categories found on the SVIB profile sheet:

very low - A score of 25 to 32

low - A score of 32 to 43

average - A score of 43 to 58

high - A score of 58 to 68

very high - A score of 68 to 75

Each Occupational Scale group for every profile was labeled according to the following criterion:

reject - score below the shaded area of the profile sheet on 50% or more of the occupations

low - scores below tertiary status but not below the shaded area

tertiary - score of 30 or above on 50% or more of the occupations

secondary - score of 35 or above on 50% or more of the occupations

primary - score of 40 or above on 50% or more of the occupations

The frequency count of each reject, low, tertiary, secondary and primary category was obtained for the Occupational Scale groups.

For each Non-Occupational Scale the mean, range and standard deviation was calculated. Then each profile was checked for validity as indicated by the administrative indices.

The Coordinator for New Student Orientation at S.I.U.-C., the writer's major professor (a former Dean of Students) and the writer collaborated to choose items for what was called the NSWL Scale. Over one hundred items from the SVIB-M were chosen by each of the three afore mentioned people. These items with their appropriate responses were felt to be highly desirable of the ideal NSWL. A final list of 86 items was agreed upon.

Each answer sheet of the students in the survey were scored by hand using special scoring keys. The mean and standard deviation were calculated and a low and a high group were formed by using one-half standard deviation above and below the mean.

The Coordinator for New Student Orientation and her Graduate Assistant evaluated each student in the study pertaining to their performance as a NSWL. Students were rated according to the following scale:

0 - No Knowledge
1 - Poor
2 - Fair
3 - Average
4 - Good
5 - Superior

A copy of the computer scored results was returned to the students on May 15, 1974. A thank you letter which indicated the availability of services at the S.I.U. Vocational Counseling Center was also included.

CHAPTER IV

Analysis of the Data

The SVIB-M provides six special scores called administrative indices to verify the validity of the test results. According to these indices all the results of the sample were valid within the limits specified in the manual. Also, it should be pointed out that no respondent left any item unanswered.

Table I reports the number of students used in the study. As can be seen, a considerable number of those students who were NSWLs in Fall, 1973, were not available for the study at the end of Winter Quarter, 1974. This was attributable to graduation, non-continuing students and those who were unable to be reached either by mail or phone. Only one student refused to participate. The 38 students who made up the sample represent 64% of those available.

TABLE I

Number of Students In Study

NSWLs-Fall 1973	Registered for Winter 1974	Available	In Study
77	69	59	38

Twenty-one students were twenty years old (Table II). This was more than half of the sample. A substantial number were twenty-two, thus showing that upperclassmen were indeed involved. No one was below the age of twenty and no one above the age of twenty-three.

TABLE II

Age of Respondents
(N=38)

Age	19	20	21	22	23
Sample	0	21	4	11	2

Table III shows a list of majors as reported by the respondents. In this table a break down by school or college is shown. The most frequently occuring school was the College of Education. This was really not surprising since it had the largest student enrollment of nearly 3,000 undergraduates. Considering the number of enrollees of each school and college and the percentage of total University enrollment this table shows a relatively well-dispersed group of people among majors.

All respondents were of second quarter sophomore status (above 42 quarter hours of credit) or above. Table IV shows the range and mean Grade Point Average of the sample. The lowest GPA was that of a male and the highest was that of a female. The average GPA was well above that of a satisfactory grade.

It appears as a group, NSWLs were actively involved. Table V points out that less than one-fourth were not involved in any kind of activity. That nearly one-half were volunteers in organizations (Cancer Society, WSIU, teaching mentally retarded, etc.) and over three-fifths were in recognized campus groups. Within this latter category one-fourth held an office (secretary, treasurer, representative, etc.) and over

TABLE III

Majors of Respondents by School/College
(N-38)

School/College	Major	Number Major	Number School/College
Agriculture	Forestry	1	2
	Plant and Soil Science	1	
Business	Business	1	2
	Business Administration	1	
Communication and Fine Arts	Radio and Television	2	3
	Journalism	1	
Education	English Education	1	13
	Special Education	3	
	Health Education	1	
	Recreation	4	
	Physical Education	1	
	Elementary Education	1	
	Zoology	1	
	Government	1	
Engineering and Technology	Industrial and Electrical Engineering	1	2
	Engineering and Electronic Technology	1	

TABLE III
(cont'd)

School/College	Major	Number Major	Number School/College
Home Economics	Clothing and Textiles	1	
	Environmental Studies	1	2
Liberal Arts and Sciences	Sociology	1	
	Government	1	
	Physiology	1	
	Psychology	1	6
	History	1	
	Biology	1	
Special or Double Majors	Business and English	1	
	Administration of Justic	1	
	Pharmacy	1	3
Technical Careers	Electronic Technology	1	1
Undeclared	----------	0	3

TABLE IV

Range and Mean Grade Point Averages of Respondents (N=38)

	Range	Mean
Grade Point Average	2.333-5.000	3.74

one-fifth held a major office (president, vice president, chairman). Thus, of those involved in recognized campus organizations nearly half held an office of one form or another. Table VI indicates that 31 were involved in at least one activity which was over 80% of the sample.

TABLE V

Activities of Respondents (N=38)

Activity	Number	Percentage
No Activities	7	18
Volunteer	18	47
Recognized Organizations	23	61

		% of Total N	% of Recognized Organizations
Office Holders	6	16	26
Major Office Holders	5	13	21

TABLE VI

Number of Activities in Which
Respondents are Involved
(N=38)

Number of Activities	0	1	2	3	4
Sample	7	16	6	8	1

Table VII shows the range and mean of the Women NSWL scores on the

TABLE VII

Range and Mean of the Women
NSWL Scores on the MF II Scale

	Range	Mean
Score	16-68	35

MF II scale. It should be noted that the high score was very uncharacteristic of this group as indicated by the very low mean. Scoring below the lowest male score and heeding the caution of the SVIB manual this writer reported Women's scores only for comparative purposes.

There was no distinction made between male and female scores on the Non-Occupational Scales. It was found that these scores differed slightly both in the general sample and the low and high NSWL Scale respondents.

The range and mean scores of the SVIB Non-Occupational Scales is

reported in Table VIII. Each scale and its interpretation in light

TABLE VIII

The Range and Mean Scores of Respondents
on the SVIB Non-Occupational Scales
(N=38)

Scale	Range	Mean
AACH	16-78	46
AR	26-69	44
DIV	32-73	54
MO	13-66	36
OIE	21-80	43
OL	42-67	55
SL	16-56	41

Key--See Text

of the results follows:

AACH - Academic Achievement

This score is somewhere between students who enter college and those who earn a bachelor's degree. Although this is the average score over half scored similar to those who earned a B.A. or higher.

AR - Age Relatedness

Scores on this scale relate to age and are indicators of the person's psychological maturity. The sample scored around a chronological age of about 35 thus showing a very high degree of maturity.

DIV - Diversity of Interests

Developed so as to measure a person's "breadth of interests" this score, which is slightly above the scale's mean, showed a relative diversity of interests for the group.

MO - Managerial Orientation

The mean score for this scale is fifty and is indicative of good or poor managers. Since the item content is involved with primarily behavior in business organizations the rather low score of the sample showed their lack of interest in such activities.

OIE - Occupational Introversion-Extroversion

The items contained in the make up of this scale are primarily concerned with public speaking, working with other people and being involved with other people, in short, extrovert activities. Extroverts, then, typically score around 40 and introverts around 60. There is no doubt that the sample on the average was an extrovert group of people.

OL - Occupational Level

Best described as reflecting the "socioeconomic level" of a person's interests this scale reflects professional men scoring around 65 and blue collar workers about 50. The sample, thus, was more interested in a blue collar level of income.

SL - Specialization Level

In the development of this scale physicians were used; some general practitioners and the rest medical specialists from various fields. A mean of 50 with a standard deviation

of 10 was established for this scale. Thus, scoring nearly one standard deviation below the mean the sample showed a rather low interest in specialization.

Careful scrutiny of Tables IX and X reflect that in general, the

TABLE IX

Men's Frequency Count on the SVIB Basic Interest Scales (N=25)

Scale	VL	L	Av	Hi	V Hi
Public Speaking	0	3	8	8	6
Law/Politics	0	3	6	14	2
Business Management	3	4	8	10	0
Sales	0	5	14	4	2
Merchandising	2	5	10	7	1
Office Practices	0	8	10	6	1
Military Activities	0	8	11	5	1
Technical Supervision	5	5	12	3	0
Mathematics	8	5	4	8	0
Science	3	4	13	5	0
Mechanical	4	4	11	6	0
Nature	1	5	13	6	0
Agriculture	0	3	16	6	0
Adventure	0	0	9	9	7
Recreational Leadership	0	4	10	11	0
Medical Service	3	2	10	7	3
Social Service	1	3	8	11	2
Religious Activities	2	4	9	7	3
Teaching	2	3	9	10	1
Music	1	4	14	4	2
Art	0	1	16	6	2
Writing	0	6	12	6	1

Key--VL = Very low
L = Low
Av = Average
Hi = High
V Hi = Very high

frequency with which the sample showed an interest in the SVIB Basic

Interest Scale (BIS) centered around an average score and trails off on

TABLE X

Women's Frequency Count on the
SVIB Basic Interest Scales
(N=13)

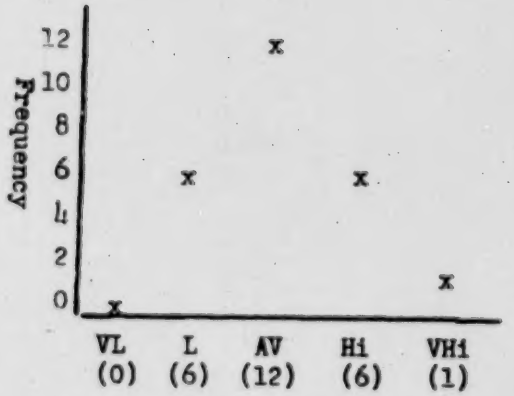
Scale	VL	L	Av	Hi	V Hi
Public Speaking	0	3	4	5	1
Law/Politics	0	4	5	3	1
Business Management	1	5	5	2	0
Sales	0	5	8	0	0
Merchandising	0	1	8	4	0
Office Practices	0	2	7	2	2
Military Activities	0	6	7	0	0
Technical Supervision	4	6	3	0	0
Mathematics	2	2	9	0	0
Science	1	6	6	0	0
Mechanical	3	7	3	0	0
Nature	0	1	5	7	0
Agricultural	0	0	8	5	0
Adventure	0	2	6	5	0
Recreational Leadership	1	4	6	2	0
Medical Service	1	2	5	4	1
Social Service	0	0	1	6	6
Religious Activities	0	3	4	4	2
Teaching	0	0	5	6	2
Music	1	0	4	7	1
Art	0	0	3	2	8
Writing	0	2	2	7	2

Key--See Table IX

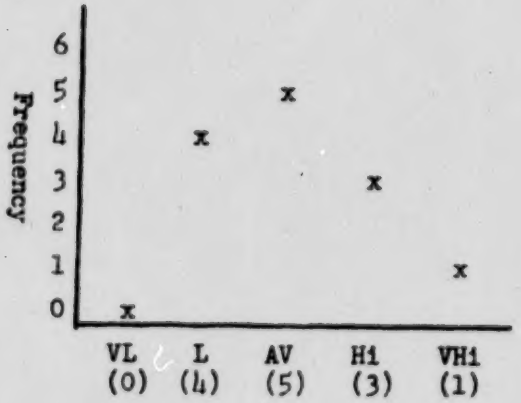
either side. Chart I graphically depicts representative samples from both the men and women groupings. It should be noted that the women's scores on Military Activities through Mechanical were skewed towards the "low" end.

CHART I

Men and Women Representative Graphs
of the SVIB Basic Interest Scales



Writing
(Men)



Law/Politics
(Women)

Key--See Table IX

In contrast to the BIS, scores on the SVIB Occupational Scale Groups showed some very definite likes and dislikes of the group. Table XI clearly points out the men's dislike for Technical and Skilled

TABLE XI

Men's Frequency Count on the
SVIB Occupational Scale Groups
(N=25)

Group	R	L	T	S	P
Biological Sciences	5	8	7	2	3
Natural Sciences	13	6	3	1	2
Technical Supervision	4	10	3	4	4
Technical and Skilled Trades	7	7	6	1	4
Social Service	5	2	4	7	7
Aesthetic Cultural	2	6	6	5	6
Business and Accounting	12	3	8	0	2
Sales	10	2	8	2	3
Verbal Linguistics	12	0	6	2	5
Physical Therapist	1	2	5	1	16
Community Recreation Administrator	0	8	4	3	10

Key--R = Reject
L = Low
T = Tertiary
S = Secondary
P = Primary

Trades and Biological Sciences. An even stronger dislike pattern was exhibited for Technical Supervision, and Natural Sciences groups respectively. A dispersion tending more towards a "like" pattern was reflected in Social Service and the Aesthetic Cultural groups. A bimodal pattern was seen in the Community Recreation Administrator with nearly equal portions showing a "primary" and a "low" pattern. Most

striking is the Physical Therapist scale where a large number of very high scores was exhibited.

Table XII shows the females dislike the Biological Sciences group

TABLE XII

Women's Frequency Count on the SVIB Occupational Scale Groups (N-13)

Group	R	L	T	S	P
Biological Sciences	4	3	3	1	2
Natural Sciences	8	2	1	1	1
Technical Supervision	8	5	0	0	0
Technical and Skilled Trades	7	3	2	1	0
Social Service	1	2	2	3	5
Aesthetic Cultural	0	0	3	2	8
Business and Accounting	10	0	1	2	0
Sales	4	0	3	3	3
Verbal Linguistics	2	0	4	2	5
Physical Therapist	1	2	1	4	5
Community Recreation Administrator	1	2	1	2	7

Key--See Table XI

with stronger dislikes for the Technical Supervision, Natural Sciences, Business and Accounting, and Technical and Skilled Trades groups respectively. Likes were found in the Aesthetic Cultural, Community Recreation Administrator, Physical Therapist and Social Service groups in that order. Table XIII indicates that 50% show a primary interest on the Social Worker scale.

TABLE XIII

Frequency Count of Respondents
on SVIB Social Worker Scale
(N=38)

	R	L	T	S	P
Frequency	0	7	6	6	19

Key--See Table XI

In this section a look at the data specifically of those students who scored low and high in the NSWL Scale is presented. (Hereafter simply called the "Lo" and "Hi") All tables simultaneously report the Lo and Hi for comparison. Due to the small "N" in this section it was extremely difficult to make a meaningful analysis.

Table XIV lists the majors of both the Lo and Hi. Technological and outdoors types of majors were indicative of the Lo group whereas Liberal Arts and Science and indoors types of majors reflected that of the Hi group.

Very little difference in the Mean GPA was found between the two groups as indicated in Table XV.

Interestingly enough the Lo group was more involved in activities (Table XVI). Five (N=6) of the Lo group were members of recognized organizations compared to the five (N=9) of the Hi group. Also, the Lo group held many more offices (3) in their respective organizations than did the Hi group (1).

TABLE XIV

Majors of the Lo and Hi NSWL
Scale Respondents by School/College
(N=15)

School/College	Major		Number			
	Lo	Hi	Major Lo	Major Hi	School/College Lo	School/College Hi
Agriculture	Forestry	------	1	0	1	0
Communication and Fine Arts	------	------	0	0	0	0
Engineering and Technology	Electrical & Electronic Engineering	------	1 1	0 0	2	0
Liberal Arts and Sciences	------	Psychology Sociology Physiology	0 0 0	1 1 1	0	3
Business	------	Business	0	1	0	1
Education	Recreation	Special Education	2	2	2	2
Home Economics	------	Clothing & Textiles	0	1	0	1
Special or Double Majors	------	------	0	0	0	0
Technical Careers	Electronic Technology	------	1	0	1	0
Undeclared	------	------	0	2	0	2

TABLE XV

Range and Mean Grade Point Averages of the Lo and Hi NSWL Scale Respondents

		Range	Mean
Grade Point Average	Lo (n=6)	2.839-4.836	3.84
	Hi (n=9)	2.625-5.000	3.77

TABLE XVI

Activities of Lo and Hi NSWL Scale Respondents (N=15)

Activity	Number	
	Lo (n=6)	Hi (n=9)
No Activities	1	2
Volunteer	1	3
Recreational Organizations	5	5
Office Holders	2	0
Major Office Holders	1	1

Table XVII shows the mean scores of the Lo and Hi on the SVIB Non-Occupational Scales. An interpretation of both follows:

TABLE XVII

Mean Scores of Lo and Hi NSWL Scale Respondents on the SVIB Non-Occupational Scales

Scale	Mean	
	Lo (N=6)	Hi (N=9)
AACH	37	53
AR	42	52
DIV	49	61
MO	29	42
OIE	59	32
OL	47	60
SL	35	46

Key--See Table VIII

AACH

An interest in the skilled or applied areas was indicative of the Lo's score whereas an interest in Liberal Arts and general education typified the Hi.

AR

Very much like that of the total sample the Lo were rather mature, however, the Hi had an exceptionally high level of maturity.

DIV

An average level of diversity was found in the Lo whereas a high level of diversity was exhibited by the Hi.

MO

Much like that of the total sample both Lo and Hi were not interested in a managerial role.

OIE

Lo's scored nearly at the standardized level for introverts and Hi's fell much below the mean of extroverts indicating a high degree of extrovertedness.

OL

Lo's were very comfortable with a blue collar level of occupation, much like that of carpenters. Hi's aspired to that of professional men and high level executives.

SL

Like that of the OL Scale, Lo's showed an interest of specialization similar to that of carpenters. Hi's were not interested in specialization either but not to the extent of their counterparts.

Table XVIII shows that much like that of the total sample Lo and Hi indicated an "average" interest in the BIS. However, two points should be brought out. 1) Business Management, Medical Service, Office Practices and Social Service were skewed; that is, Lo towards a low level of interest and Hi towards that of a high interest. 2) Military Activities, Agriculture and Recreational Leadership were very similar.

Table XIX reflects the frequency count of the Lo and Hi on the SVIB Occupational Scale groups. Striking results were found here. The Social Service group and Community Recreation Administrator scale

TABLE XVIII

Frequency Count of the Lo and Hi Men NSWL Scale Respondents on the SVIB Basic Interest Scales

Scale	VL		L		Av		Hi		V Hi	
	Lo (n=6)	Hi (n=4)	Lo (n=6)	Hi (n=4)	Lo (n=6)	Hi (n=4)	Lo (n=6)	Hi (n=4)	Lo (n=6)	Hi (n=4)
Public Speaking	0	0	2	0	4	0	0	3	0	1
Law Politics	0	0	3	0	3	0	0	2	0	2
Business Management	2	0	3	0	1	0	0	4	0	0
Sales	0	0	3	0	3	2	0	1	0	1
Merchandising	1	0	4	0	1	0	0	2	0	2
Office Practices	0	0	4	0	2	1	0	2	0	1
Agriculture	0	0	0	0	4	3	2	1	0	0
Adventure	0	0	0	0	3	0	2	3	1	1
Recreational Leadership	0	0	2	1	2	2	2	1	0	0
Medical Service	1	0	2	0	2	1	1	1	0	2
Social Service	1	0	1	0	3	0	1	3	0	1
Religious Activities	1	0	0	0	3	2	2	1	0	1

TABLE XVIII
(cont'd)

Scale	VL		L		Av		Hi		V Hi	
	Lo (n=6)	Hi (n=4)	Lo (n=6)	Hi (n=4)	Lo (n=6)	Hi (n=4)	Lo (n=6)	Hi (n=4)	Lo (n=6)	Hi (n=4)
Military Activities	0	0	2	2	3	1	1	1	0	0
Technical Supervision	1	0	3	1	2	2	0	1	0	0
Mathematics	2	1	0	0	0	2	4	1	0	0
Science	0	1	1	0	3	2	2	1	0	0
Mechanical	1	1	0	1	3	1	2	1	0	0
Nature	0	0	0	0	3	3	3	1	0	0
Teaching	1	0	2	0	2	1	1	3	0	0
Music	1	0	0	0	4	1	1	2	0	1
Art	0	0	0	0	5	1	1	2	0	1
Writing	0	0	4	0	1	3	1	1	0	0

Key--See Table IX

TABLE XIX

Frequency Count of the Lo and Hi Men NSWL Scale Respondents on the SVIB Occupational Scale Groups

Group	R		L		T		S		P	
	Lo (n=6)	Hi (n=4)	Lo (n=6)	Hi (n=4)	Lo (n=6)	Hi (n=4)	Lo (n=6)	Hi (n=4)	Lo (n=6)	Hi (n=4)
Biological Sciences	0	1	2	2	1	1	1	0	2	0
Natural Sciences	1	4	0	0	1	0	2	0	2	0
Technical Supervision	1	1	3	1	1	1	0	1	1	0
Technical & Skilled Trades	0	2	0	2	2	0	1	0	3	0
Social Services	4	0	1	0	1	0	0	0	0	4
Aesthetic Cultural	0	0	1	1	0	1	3	0	2	2
Business & Accounting	3	3	1	0	2	1	0	0	0	0
Sales	4	2	0	0	2	0	0	1	0	1
Verbal Linguistics	3	2	0	0	2	1	1	0	0	1
Physical Therapist	0	0	1	0	2	0	0	0	3	4
Community Recreation Administrator	0	0	5	0	0	0	0	0	1	4

were virtually opposite, Lo indicating a strong Reject pattern and Hi a very definite Primary. Relatively high interests were shown by the Lo in the Natural Science, Technical and Skilled Trades and Aesthetic Cultural groups. However, most of the Lo's interests cannot be generalized because of their dispersion across the Reject to Primary range.

The Hi, on the other hand, showed much more definite peaks. The Natural Science, Technical and Skilled Trades and Business and Accounting groups reflected Low to Reject patterns; and Physical Therapist a strong Primary.

Table XX clearly indicates that Hi had the interests of those in

TABLE XX

Frequency Count of Lo and Hi NSWL Scale Respondents on the SVIB Social Worker Scale

		R	L	T	S	P
Frequency	Lo (n=6)	0	4	2	0	0
	Hi (n=9)	0	0	1	1	7

Key--See Table XI

the Social Worker profession and it can be seen from Table XXI that the ratings of Hi were far superior to that of Lo.

TABLE XXI

Range and Mean Ratings of Lo and Hi
NSWL Scale Respondents

		Range	Mean
Rating	Lo	0	0
	Hi	3-5	3.5

CHAPTER V

Summary, Conclusions and Recommendations

Summary

The Strong Vocational Interest Blank-Men's form was given to 38 students who participated as New Student Week Leaders in the Fall of 1973 at Southern Illinois University-Carbondale. Respondents were initially contacted by mail receiving a letter explaining the nature of the study and asking them to come in to take the SVIB during assigned times over a three day period. An activities room in the Student Center was reserved for this purpose.

A second contact was made by phone prior to the testing dates and students were asked to give a tentative time for coming in. Not all of the respondents took the survey during the original three days. Eight more were obtained within the next week. Some were given test materials and returned them while others came to the Department of Higher Education. Respondents filled in a short form asking for basic biographic data. Instructions for the SVIB were contained right in the test booklet. Thus, there was no need to describe to each student how to complete the SVIB. Students had no problems in understanding the test. All test results were valid and every item was completed by the sample.

It would appear that the great loss of students from the original number of NSWLs was due to time. The study was conducted more than six months after the students participated as NSWLs. Loss was seen in the form of students graduating or leaving S.I.U.-C. for other reasons, lack of interest or change of address not reflected in University records.

Ideally, the time for the study would have been prior to the program or immediately after when virtually all of the NSWLs were available.

The average and most frequently occurring age was twenty years old. Several older students also participated showing an interest of the upperclassmen. Therefore, the NSWL was young but yet, as pointed out by class standing, had been in college for at least a year. The academic pursuits of a NSWL cannot be generalized. Representatives from nearly every college, school, or special program within the University were present. Far from being the superior student the NSWL, however, was above average. Their not superior academic achievement was counterbalanced by active involvement of campus and volunteer organizations.

The NSWL's academic persistence as measured by the Academic Achievement (AACH) Scale of the SVIB was much like that of those who have earned the Bachelor's degree. Also, an interest more towards that of the Liberal Arts than the applied areas was exhibited.

The level of interest for the NSWL was very mature for their age but although above average, did not show a wide range of interests.

As an extroverted group of people the NSWL had little interest in a managerial role as related to business and would very likely be satisfied with a blue collar level of income. Also, a low level of specialization much like that of a salesman was exhibited.

As a group the NSWLs (male and female) characterized an average population with interests on the Basic Interest Scale of the SVIB following a normal curve pattern. Interests compared to those who

are in the particular profession were dissimilar to the technical areas and the biological and hard sciences, which was in keeping with their academic interest as reflected in their AACH score. Their interests tended towards the humanities and people relatedness professions. Half of the respondents indicated an extremely high compatibility with those interests of social workers.

The researcher from the results of the study found much more discrimination on data reported in those scoring low and high on the NSWL Scale. (Hereafter referred to simply as "Lo" and "Hi".) Most striking was the academic pursuits of the two groups. The Lo were involved in majors of technical and out of doors types while the Hi were pursuing more indoors and people related majors. This trend was also reflected in the AACH scores. Very little difference was found in Grade Point Average between Lo and Hi and the sample in general. A rather unexpected finding was reported in the involvement of Lo and Hi in activities. Lo was not only more involved but had a greater interest in those activities they participated in (office holders) than did Hi. However, the Hi were involved in volunteer groups more than Lo but did not seem to have the time for recognized organizations and those that were, did not hold an office.

Hi showed a much higher degree of maturity although Lo was very near that of the general sample who indicated maturity for their age. A wider range of interests was indicated by the Hi over Lo and yet both had little interest in specialization. A managerial role over people would not interest either group.

Lo can be characterized as introverted and Hi that of being very much extroverted.

In those people related areas as social service and community recreation administration the two groups differed widely. Lo moved away from, while the interests of Hi were like that of these areas. Lo indicated a wider range of interest on the BIS and thus it was hard to form a general statement. However, high interests were indicated in the natural sciences and the technical and skilled trades. A surprising high interest in Aesthetic-Cultural was also indicated.

A much more definite pattern of interests was reflected by Hi. Except for Aesthetic-Cultural the Hi interests were nearly opposite that of those indicated as definite interests by Lo. The area of greatest interest for Hi was that of Physical Therapist.

All but two of Hi indicated a "primary" pattern for those interests of a Social Worker whereas Lo indicated little interest in that field.

Conclusions

As a group the Fall, 1973, New Student Week Leaders at Southern Illinois University at Carbondale were average in their basic interests and showed a tendency towards those people related professions. In their early twenties this group of young people tended to be extroverted and actively involved in volunteer and campus organizations. The sample cut across a wide range of majors and their academic success as measured by their grade point was above average.

Those who scored high on the NSWL Scale tended to have much maturer interests and pursue those majors of an indoors and people related nature. This group tended to be highly extroverted and they

were involved in more volunteer groups rather than recognized campus organizations. Their professional interests were of a social service nature.

Due to the extremely low number in the Lo and Hi NSWL Scale groups the findings cannot be considered definitive. However, the fact that the groups were practically opposite on those indicators of good NSWLs cannot be ignored.

Recommendations

From the available literature and in light of the results found in this study the writer makes the following recommendations:

--A formal evaluation of each New Student Week Leader be initiated at Southern Illinois University at Carbondale.

--A larger sample of New Student Week Leaders be obtained for a follow up study.

--That this group be given the newest edition of the Strong Vocational Interest Blank - the Strong Campbell Interest Inventory.

--A more thorough statistical comparison be done between New Student Week Leaders and the population in general from their results on the SCII.

--A much more rigorous analysis of items contained in the NSWL Scale be conducted.

--That the type of data described in this study and as recommended above be collected during subsequent New Student Week Leader programs in an effort to create a formal and valid NSWL Scale.

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APPENDICES

APPENDIX A

Southern Illinois
University at Carbondale
Carbondale, Illinois 62901

Department of Higher Education

February 25, 1974

Dear

RE: "Fall '73 New Student Week Leader Survey"

As a New Student Week Leader last Fall you showed an interet in your fellow students. During the Spring Quarter '73 I was very fortunate to work with the Orientation Committee who planned and outlined the Fall program. This program then was implemented by you and more than 50 other New Student Week Leaders in one of the most successful Fall Orientation Programs at S.I.U.

I am particularly concerned with students' interest in different occupations and various vocational groups. I feel the New Student Week Leader concept is rather intriguing and, therefore, would like to incorporate a survey of New Student Week Leader's vocational interest as part of my research. To best accomplish this, I would like to ask you to take the Strong Vocational Interest Blank. The "Strong" consists of single items to which you respond "like," "indifferent," or "dislike." The items consist of occupations, school subjects, amusements, activities, and types of people. There is no time limit and generally one can complete the form in thirty minutes.

You may come in and complete the questionnaire in Student Activities, Room D, on the 3rd floor of the Student Center at the following times and dates:

Wednesday	March 6	9:00 a.m.-12:30 p.m.
Thursday	March 7	10:30 a.m.- 4:30 p.m.
Friday	March 8	9:00 a.m.-12:30 p.m.

The computer scored results will be returned to you before the end of the school year. You may naturally use these results as an indicator of your occupational and vocational interests and in further guidance at the Counseling Center or the Career Planning and Placement Center if you so desire.

If you have any questions please call me at 536-2387. (Hi. Ed. Dept.)

Thanks,

Tone Paciello
Graduate Assistant
Higher Education

APPENDIX B

"FALL '73 NEW STUDENT WEEK LEADER SURVEY"

Hi... 'Thanx' for coming. Would you mind filling in the information requested below. (be sure to read this entire sheet...)

NAME_____ID #_____

LOCAL ADDRESS_____PHONE_____

(IF YOUR SPRING QUARTER ADDRESS WILL BE DIFFERENT FROM THE ABOVE PLEASE INDICATE BELOW)

_____

MAJOR_____. Please list any activities you may be involved in:

_____

_____

After completing this form print in pencil your last name in the spaces provided on the answer sheet (it is not necessary to fill in the circles). Then, read the instructions on the front of the blue test booklet.

IF YOU HAVE ANY QUESTIONS PLEASE FEEL FREE TO ASK ME

Thanks again for your time.

APPENDIX C

Items Contained in the New Student Week Leader Scale

(N = 86 items)

Item #	Item	Predicted Responses
Part I Occupations		
2	Advertising Man	Like
4	Military Officer	Dislike
11	Auto Salesman	Like
18	Buyer of Merchandise	Like
26	Minister, Priest, or Rabbi	Dislike
27	College Professor	Like
33	Employment Manager	Like
44	Interpreter	Like
64	Psychologist	Like
65	Office Manager	Like
68	Public Relations Man	Like
70	Playground Director	Like
77	Real Estate Salesman	Like
82	School Teacher	Like
96	Travel Bureau Manager	Like
Part II School Subjects		
123	Military Drill	Dislike
129	Psychology	Like
131	Public Speaking	Like
133	Sociology	Like
Part III Amusements		
151	Drilling (Military)	Dislike
153	Amusement Parks	Like
154	Picnics	Like
155	Sight-seeing Tours	Like
175	Planning a large party	Like
Part IV Activities		
199	Making A Speech	Like
201	Starting conversation/stranger	Like
203	Teaching adults	Like
204	Calling friends by nicknames	Like
205	Being called by nicknames	Like
206	Meeting/directing people	Like
207	Taking responsibility	Like

Item #	Item	Predicted Responses
Part IV Activities		
209	Adjusting difficulties of others	Like
210	Drilling soldiers	Dislike
225	Continually changing activities	Like
Part V Types of People		
234	Progressive People	Like
236	Energetic People	Like
237	Military Men	Dislike
240	Optimists	Like
243	People Who Assume Leadership	Like
252	Easygoing people	Like
254	Public opinion interviewers	Like
260	Outspoken people with new ideas	Like
Part VI Order of Preference of Activities		
287	Sell the Machine	Most
288	Prepare the Advertising of the Machine	Most
289	Teach Others the use of the Machine	Most
290	Interest the Public in the Machine through Public Addresses	Most
295	Opportunity to Make Use of all one's Knowledge and Experience	Most
296	Opportunity to ask questions and to consult about difficulties	Most
297	Opportunity to understand just how one's superior expects work done	Most
299	Freedom in working out one's own methods of doing the work	Most
300	Co-workers--congenial, competent, and adequate in number	Most
307	General of the Army	Least
310	Manager of large department store	Most
315	Chairman, Arrangements Committee	Most
316	Chairman, Educational Committee	Most
317	Chairman, Entertainment Committee	Most
318	Chairman, Membership Committee	Most
319	Chairman, Program Committee	Most
320	Chairman, Publicity Committee	Most
Part VII Preference of Items		
321	Airline Ticket Agent	
328	Execute Plans	
331	Deal with People	

Item #	Item	Predicted Responses
Part VII	Preference of Items (cont'd)	
333	Activity that is enjoyed for its own sake	Yes
343	Work in which you move from place to place	Yes
344	Great variety of work	No
348	Present a report verbally	Yes
349	Telling a story	Yes
351	Amusement where there is a crowd	Yes
357	Vocational counselor	Yes
Part VIII	Abilities and Characteristics	
361	Usually Start Activities	Yes
363	Win friends easily	Yes
365	Usually liven up the group on a dull day	Yes
367	Prefer working alone to working on committees	No
374	Remember faces, names and incidents	Yes
375	Can correct others without offense	Yes
376	Am able to meet emergencies quickly and effectively	Yes
382	Put drive into the organization	Yes
383	Stimulate the ambition of my associates	Yes
385	Am slow-going and sure rather than quick-moving	No
386	Can smooth out tangles and disagreements between people	Yes
387	Have patience when teaching others	Yes
389	Pay attention to details	Very much
392	When it comes to taking orders and carrying them out	I do it cheerfully
393	When caught in a mistake, I make excuses	Practically never
394	Speak	About average
398	My advice is asked for	By many

PROFILE– STRONG VOCATIONAL INTEREST BLANK –FOR MEN (Form T399)

Reprinted from the 1969 Supplement to the Manual for the Strong Vocational Interest Blanks
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BASIC INTEREST SCALES

SCALE	STD SCORE
PUBLIC SPEAKING	57
LAW/POLITICS	55
BUSINESS MANAGEMENT	44
SALES	44
MERCHANDISING	44
OFFICE PRACTICES	42
MILITARY ACTIVITIES	55
TECHNICAL SUPERVISION	54
MATHEMATICS	60
SCIENCE	58
MECHANICAL	52
NATURE	47
AGRICULTURE	51
ADVENTURE	64
RECREATIONAL LEADERSHIP	53
MEDICAL SERVICE	54
SOCIAL SERVICE	47
RELIGIOUS ACTIVITIES	52
TEACHING	53
MUSIC	50
ART	49
WRITING	52

PLOTTED SCORE

30 40 50 60 70

DOUBLE LINE = AVERAGE SCORE FOR 650 52-YEAR-OLD MEN

SINGLE LINE = AVERAGE SCORE FOR SAME MEN WHEN 18 YEARS OLD.

OCCUPATIONAL SCALES

	OCCUPATION	STD SCORE
I	DENTIST	31
	OSTEOPATH	31
	VETERINARIAN	32
	PHYSICIAN	42
	PSYCHIATRIST	30
	PSYCHOLOGIST	32
	BIOLOGIST	40
II	ARCHITECT	32
	MATHEMATICIAN	29
	PHYSICIST	32
	CHEMIST	44
	ENGINEER	37
III	PRODUCTION	38
	ARMY OFFICER	43
	A.F. FORCE OFFICER	43
IV	CARPENTER	24
	FOREST SERVICE MAN	26
	FARMER	36
	MATH-SCIENCE TEACHER	32
	PRINTER	23
	POLICEMAN	18
V	PERSONNEL DIRECTOR	22
	PUBLIC ADMINISTRATOR	37
	REHABILITATION COUNS.	24
	YMCA STAFF MEMBER	23
	SOCIAL WORKER	21
	SOCIAL SCIENCE TEACHER	15
	SCHOOL SUPERINTENDENT	16
	MINISTER	12
VI	LIBRARIAN	25
	ARTIST	29
	MUSICIAN PERFORMER	30
	MUSIC TEACHER	20
VII	C.P.A. OWNER	30
VIII	SENIOR C.P.A.	30
	ACCOUNTANT	21
	OFFICEWORKER	17
	PURCHASING AGENT	26
	BANKER	16
	PHARMACIST	20
	FUNERAL DIRECTOR	20
IX	SALES MANAGER	20
	REAL ESTATE SALESMAN	28
	LIFE INS. SALESMAN	20
X	ADVERTISING MAN	26
	LAWYER	32
	AUTHOR-JOURNALIST	31
XI	PRESIDENT-MFG.	19

C B- B B+ A

20 30 40 50 60

SUPP. OCCUPATIONAL SCALES

	STD SCORE
CREDIT MANAGER	24
CHAMBER OF COM. EXEC.	31
PHYSICAL THERAPIST	35
COMPUTER PROGRAMMER	49
BUSINESS ED. TEACHER	19
COMMUNITY REC. ADMIN.	26

NON-OCCUPATIONAL SCALES

AAGN	AR	DIV	MFFI	MO	OH	OL	SI
56	50	53	54	50	49	61	46

ADMINISTRATIVE INDICES

TR	UNP	FC	LP	IP	DP
399	7	9	28	36	36

APPENDIX E

Southern Illinois
University at Carbondale
Carbondale, Illinois 62901

Department of Higher Education

May 15, 1974

Dear

First of all I would like to thank you very much for your cooperation in the Fall, 1973, New Student Week Leader Survey. The results will be of great help to the planners of future orientation programs.

As I promised in my initial cover letter, your results on the Strong Vocational Interest Blank would be returned to you. A copy of your results is enclosed.

A very basic description of the meaning of the scales and some frequently asked questions about the Strong appear on the back.

Also if you have further questions or would like help in relating the results to your career goals and future plans, please contact the Vocational Educational Counseling Service of the Career Planning and Placement Center. Their offices are located in Woody Hall "C", Room 202. Office hours are Monday through Friday 8:00 - 12:00 and 1:00 to 4:00.

"Thanx" again,

Tone Paciello

TP/cg

VITA SHEET

Graduate School
Southern Illinois University

NAME: Antonio Joseph R.-Paciello DATE OF BIRTH: March 6, 1950

LOCAL ADDRESS: 504 South Wall Street, Apt. 214
Carbondale, Illinois 62901

HOME ADDRESS: 116 South Spring Garden Street
Ambler, Pennsylvania 19002

Universities Attended	Years Attended	Degree Earned	Major Field
LaSalle College Philadelphia, PA	1968-72	B.A.	Psychology
Southern Illinois University Carbondale, IL	1972-74	MS.Ed.	Higher Education

Special Honors

Phi Kappa Phi Honor Society

Thesis Title

The Fall 1973 New Student Week Leaders at Southern Illinois University-Carbondale

Advisor

Dr. Arthur L. Casebeer, Associate Professor of Higher Education, College Student Personnel, Southern Illinois University, Carbondale, Illinois